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ABSTRACT

The Peace Education Commission (PEC) of the International Peace Research Association (IPRA) has been the forum for peace educators to come together, to exchange and to share ideas, materials and experiences over three decades. This book draws from key papers from different areas and times of peace education work to show the richness of ideas and practice and its many sources worldwide. Editors' notes in the chapter offer updates for materials that may have been printed some time ago. The book is divided into five parts with 22 chapters. Part 1, "Peace Education in Comparative Perspective," offers: (1) "Peace Education and the Comparative Study of Education" (Robin J. Burns, Robert Aspeslagh); and (2) "Approaching Peace through Education: Background, Concepts and Theoretical Issues" (Robert Aspeslagh, Robin J. Burns). Part 2, "Developing Education for Peace: Concepts and Issues," continues with: (3) "A Global Strategy for Communication and Consciousness Raising in Various Local Settings" (Working Group on Communication and Consciousness Raising); (4) "Toward a Definition of Peace Studies" (Maire A. Dugan, Dennis Carey); (5) "On Inclusion and Exclusion" (Magnus Haavelsrud); (6) "Problems of Legitimation of Peace Education" (Robin J. Burns); and (7) "Peace Education on the Back of the Peace Movement: Some Shared Problems" (Jan Maasen). Part 3, "Perspectives on Peace Education: Substance and Impact," includes: (8) "Militarism and Sexism: Influences on Education for War" (Betty Reardon); (9) "Racial Justice, Global Development or Peace: Which Shall We Choose in Schools?" (David Hicks); (10) "Toward a Better World? A Paradigmatic Analysis of Development Education Resources from the World Bank" (Toh Swee-Hin [S. H. Toh], Virginia Floresca-Cawagas); (11) "The Ecology Movement - A New Field for Peace Education" (Marianne Gronemeyer); (12) "The Role of Peace Education in Peace Building in Africa" (Samie Ikechi Ihejirika); (13) "Peace Education as a Protest and Resistance Against Marginalization and Eurocentrism: Peace Education in a Violent Context: The Middle East Wars as a Case Study" (Sanaa Osseiran); and (14) "Polish Educational Values: Nationalism or Globalism?" (Zbyszko Melosik). Part 4, "Approaches to the Process of Peace Education," contains: (15) "Adult Education for Peacebuilding: A Challenge to Peace Research and Peace

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Education" (Chadwick F. Alger); (16) "Tagasan: Student Organizations as Alternative Education" (Eleanor Dionisio); (17) "Think and Teach Globally--Act Locally: Participants or Onlookers: A Research Program" (Eva Nordland); (18) "A Peace Museum as a Center for Peace Education: What Do Japanese Students Think of Peace Museums?" (Kazuyo Yamane); (19) "Educating for a Peace Culture" (Robert Aspeslagh); and (20) "Post Modernism, Peace Culture and Peace Education" (Lennart Vriens). Part 5, "Epilogue," offers: (21) "Do Practical Realists Appear to Be Dreamers? Peace Educators Meeting and Acting Globally and Locally" (Robin J. Burns); and (22) "Dreamers Appear to Be Practical Realists: Peace Education as a 'Grand Narration'" (Robert Aspelagh). (EH)

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